

**Assessment Schedule – 2024****Latin: Analyse authentic Latin text demonstrating understanding (91507)****Assessment Criteria**

<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
<p><i>Analyse Latin text demonstrating understanding involves:</i></p> <ul style="list-style-type: none"> <li>• using linguistic and cultural knowledge to break down the text and to identify and examine the significance of content, linguistic features, imagery, and / or poetic devices, and inferences, opinions, and / or connections in the text</li> <li>• selecting and <b>explaining</b> particular points in the text.</li> </ul>	<p><i>Analyse Latin text demonstrating clear understanding involves:</i></p> <ul style="list-style-type: none"> <li>• selecting and <b>expanding on</b> particular points in the text.</li> </ul>	<p><i>Analyse Latin text demonstrating thorough understanding involves:</i></p> <ul style="list-style-type: none"> <li>• selecting and <b>fully expanding on</b> particular points in the text <b>with evidence in Latin</b> from the text to support answers. <b>The evidence is unambiguous.</b></li> </ul>

**Evidence**

<b>Q</b>	<b>Evidence</b>	<b>Achievement</b>	<b>Achievement with Merit</b>	<b>Achievement with Excellence</b>
(a)	<ul style="list-style-type: none"> <li>• He, for a long time shaking,</li> <li>• had at the same time lost colour,</li> <li>• along with his senses,</li> <li>• and his hair was stiff with cold terror.</li> <li>• Behold, Pallas Athene, the man's guardian, appears,</li> <li>• having flown down through the upper air,</li> <li>• and orders him to sow the serpent's teeth</li> <li>• in the dug earth – the offspring of a future people.</li> </ul>	Correct translation of <b>some</b> of the <b>straightforward</b> sections.	Correct translation of <b>some</b> of the <b>more difficult</b> sections.	Correct translation of <b>most</b> of the <b>most difficult</b> sections.

(b)(i)	He obeys, and when he has opened the furrow with the sunken plough, he scatters the teeth, as ordered, on the ground.	Provides <b>basic information</b> .	Provides information with <b>some detail</b> .	Provides information containing <b>most of the detail</b> .
(ii)	The first spear point appeared among the furrows, then head coverings appeared, nodding with their painted crests, then shoulders and chests and arms burdened with spears emerged.			
(iii)	fide maius – beyond / greater than belief			
(c)(i)	He prepares to pick up his weapons, terrified by the new enemy.	Provides <b>basic information</b> .	Provides information with <b>some detail</b> .	Provides information containing <b>most of the detail</b> .
(ii)	One of the people, whom the earth had created, said “Don’t pick up [your weapons], and don’t involve yourself in civil wars!”			
(iii)	territus – terrified			
(d)(i)	Line 8: DSSS (with no elisions) Line 11: DSDD (with elision of pectusqu(e))	Correct scansion of the first four feet of ONE line	Correct scansion of the first four feet of BOTH lines	Correct scansion of the first four feet of BOTH lines
(ii)	Possible answers include: <ul style="list-style-type: none"> <li>• The heavy spondees in line 8 emphasise the sense of dread as the dug earth begins to move.</li> <li>• The dactylic line 11, along with the abrupt elision, stresses the speed with which the new warriors magically take shape.</li> </ul>	OR some relevant comment on the scansion.	OR correct scansion of the first four feet of ONE line AND relevant comment on its scansion.	AND detailed, relevant comment on the scansion for BOTH lines.
(e)(i)	Perfect indicative – coeperunt	ONE word correctly parsed in full	TWO words correctly parsed in full	THREE words correctly parsed, TWO of them in full.
(ii)	Nominative feminine singular – clipeata	OR	OR	
(iii)	Imperative, singular	TWO words partially correctly parsed.	THREE words partially correctly parsed.	

(f)	<p>A wide range of plausible responses may be accepted. Possible examples include:</p> <ul style="list-style-type: none"> <li>• The alliteration of pavidus partier ... perdiderat in lines 1–2 emphasises the frightened and panicked reaction of Cadmus at the sight of the dead serpent.</li> <li>• The chiasmus of vipereos dentes, populi ... futuri in line 5 accentuates the contrast with how the serpent's teeth will turn into a future race of people.</li> <li>• The enjambment of exsistunt, placing the verb in an emphatic position at the start of line 12, draws attention to the incredible sight of the various limbs of the warriors magically appearing.</li> <li>• The emphatic word order in line 4, delaying the identity of the subject Pallas until the second line of the sentence, emphasises the importance of the visitor's divine status, and what that might mean for Cadmus.</li> </ul> <p><i>(Other responses possible)</i></p>	TWO literary devices correctly identified with explanations.	THREE literary devices identified with <b>expanded</b> explanations.	FOUR literary devices identified with <b>fully expanded</b> explanations.
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N1	N2	A3	A4	M5	M6	E7	E8
Partially attempts to analyse the authentic Latin text but does not demonstrate understanding.	Analyses particular points in the text but does not demonstrate understanding.	Analyses the authentic Latin text, demonstrating some understanding.	Analyses the authentic Latin text, demonstrating understanding.	Analyses the authentic Latin text, demonstrating clear understanding.		Analyses thoroughly the authentic Latin text, giving appropriate and unambiguous evidence.	
ONE piece of Achievement level evidence.	TWO pieces of Achievement level evidence.	THREE pieces of Achievement level evidence.	FOUR pieces of Achievement level evidence.	THREE pieces of Merit level evidence.	FOUR pieces of Merit level evidence.	THREE pieces of Excellence level evidence.	FOUR pieces of Excellence level evidence.

**N0** = No response; no relevant evidence.

### Cut Scores

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
0–2	3–4	5–6	7–8